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ABSTRACT

This book is designed to influence adult educators to make more intentional choices toward developmental growth in their work with adult learners. Part 1 provides a rationale for attending to developmental growth of adult learners and a framework of intentions to encourage such development. Chapter 1 describes characteristics of adult learners and links changes adults experience with development and learning. Chapter 2 explores intersections between learning and development, drawing on constructive-developmental theory and theories of adult and experiential learning. Chapter 3 examines developmental intentions as a framework for educational practice. Part 2 contains nearly 70 activities divided into Chapters 4-10, each focused on one strategy that incorporates these developmental intentions: assessing, collaborating, experimenting, imagining, inquiring, performing-stimulating, and reflecting. Each activity has these eight parts: title; contributor; list of developmental intentions; context; description; processing tips; contributor's commentary; and references. Part 3 focuses on the facilitator's role. Chapter 11 examines aspects of practice that emerged from analysis of the strategies. Chapter 12 focuses on educator development and explores the importance of conscious reflection on practice. Chapter 13 examines costs of change and growth in adults' lives and proposes a mentor as essential for growth to proceed. Appendixes include descriptions of learning/development theories; 219 references; index of strategies; and name and subject indexes. (YLB)

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